College of the Canyons Academic Senate
October 9, 2025
3:00 p.m. to 4:50 p.m.
Hybrid Format, via Zoom & in-person in BONH 330

Join Zoom Meeting
https://canyonsonline.zoom.us/j/89329119195?pwd=SO5MtcK0ZJc0POgaPLiLvVaG05boE8.1

Meeting ID: 893 2911 9195; **Passcode:** 424662
One tap mobile +1-669-444-9171# US; +1-253-205-0468# US
Additional Teleconferencing locations can be found on page 2 of this agenda.

AGENDA

Notification: *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

ADA statement: If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at academicsenateinfo@canyons.edu College of the Canyons

A. Routine Matters
1. Call to order
2. Public Comment
   - I. *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments: (pg. 3)
5. Sub-Committee Summaries:
   - I. Senate Executive Committee meeting summary, September 18, 2025 (pg. 10-13)
   - II. Program Viability Committee meeting summary, September 25, 2025 (pg. 14-16)
6. Approval of the Consent Calendar

Academic Senate Meeting Summary, September 11, 2025 (pg. 4-8)	Curriculum Committee Summary, October 2, 2025
Public Safety Senator Nomination Results (pg. 9)	Request to withdraw the Program Viability Department Counseling Department Proposal to Split

B. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. Academic Senate Presidents Report, Lisa Hooper
2. Vice President Report, Garrett Rieck

C. Action Items
Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. BP and AP 3250 Institutional Planning and Effectiveness, Gary Collis
   - I. Summary of Changes to BP and AP 3250 (pg. 17)
   - II. BP 3250 (Final for Senate) (pg. 18)
   - III. AP 3250 (Final for Senate (pg. 19-22)
   - IV. BP 3250 (current) (pg. 23)

V. AP 3250 (current) (pg. 24)
VI. BP 3250 (Final Mark Up Version) (pg. 25)
VII. AP 3250 (Final mark Up Version) (pg. 26-28)

D. Discussion
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.
1. [Student Equity and Achievement (SEA) Plan 2025-28](#), Dr. Preeta Saxena & Dr. Daylene Mueschke
   I. [College of the Canyons Student Equity and Achievement Plan Website](#)
   II. [Student Equity | California Community Colleges Chancellor's Office Website](#)
2. AP 4234 (Pass/No Pass), Gary Collis (pg. 29)
3. Policy Review committee Procedures, Gary Collis
   I. Policy Review Committee Procedures (Final for Senate) (pg. 30-33)
   II. Policy Review Committee Procedures (Working Copy) (pg. 34-38)
4. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper
   I. [Full-Time Faculty Professional and Instructional Evaluation Summary](#)
   II. [New Guide for Self-Evaluation Tenured and Tenured Track Faculty](#)
      a. DEIA Proposed Faculty Evaluation Competencies & Criteria (Discussion)
         1. DEIA Discussion Item Overview (pg. 39-40)
         2. DEIA Proposed Faculty Evaluation Competencies & Criteria (Report Format) (pg. 41-45)
         3. DEIA Proposed Faculty Evaluation Competencies & Criteria (Table Format) (pg. 46-48)
         4. DEIA Institutional Competencies (pg. 49)
      b. CCCCO Information/Reference Documents
         1. [CCCCO Recommended DEIA Competencies and Criteria](#)
         2. [CCCCO Guidance on Implementation of DEIA Evaluation and Tenure Review Regulations](#)
         3. [CCCCO DEIA Title 5 Regulation Changes](#)

E. Unfinished Business
Below is a list of items that can be discussed for a future date.
1. Potential Resolution explaining No Confidence Vote
2. IRC Discussion - Automated Book Adoptions
3. Web Design/Senate Sub-Committee pages update

F. New Future Business
Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.
1. Tenure Committee Training Workshops
2. Department Chair Training Series Schedule
3. Use of Artificial Intelligence (AI) by Faculty

G. Announcements
1. Next Academic Senate Meeting Dates Fall 2025: Oct. 23rd; Nov. 6th; Nov. 20th; Dec. 11th
2. [2025 ASCCC Fall Plenary,](#) Nov. 6th-8th, Hyatt Regency, La Jolla, CA.
3. [2025 ASCCC Noncredit Regional Meeting](#), College of the Canyons, Friday, Oct. 24th
4. [2025 ASCCC Fall Curriculum Regional Meetings, Area C](#), College of the Canyons, Friday Oct. 31st
5. [2026 ASCCC Spring Plenary,](#) April 9th – 11th, Hyatt Regency, Santa Rosa, CA.
6. [2026 Faculty Leadership Institute,](#) June 11th – 13th, Hyatt Regency, Long Beach, CA.
7. [2026 Curriculum Institute](#), July 15th – 18th, Sacramento Convention Center

H. Adjournment

The teleconference is accessible though the following link:
https://canyonsonline.zoom.us/j/89329119195?pwd=SO5MtcK0ZJc0POgaPLiLvVaG05boE8.1
Please note:
This meeting will be broadcasted at the following locations via zoom
none

Faculty Appointments
to the
Faculty Professional Development Committee

First Name	Last Name	Committee
Brooke	Collins	Social & Behavioral Sciences (Adjunct)
Scott	McAfee	Social & Behavioral Sciences (Adjunct)
Linda	Beauregard-Vasquez	Humanities (Adjunct)

Academic Senate Meeting Summary for September 25, 2025

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	*Regina Blasberg proxy for* Gary Quire	X
Vice President	Garrett Rieck	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Gary Collis	X	Public Safety	VACANT	
Communications Officer	Erica Seubert	X	At Large Senator	Alene Terzian-Zeitounian	X
AT Senator	Regina Blasberg	X	At Large Senator	Erin Delaney	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	Rebecca Shepherd	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	Shane Ramey	X
VAPA Senator	*Mike Harutunian proxy for* David Brill	X	At Large Senator	Alexandra Dimakos	X
Student Services Senator	Jesse Vera	X	Adjunct Senator	*Jesse Vera proxy for* Todd Fatta	A
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome	X
Kinesiology/Athletics Senator	*Garrett Rieck proxy for* Leora Gabay	X	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Jennifer Paris	X	X= Present	A= Absent	

Non-voting Members			
Dr. Thea Alvarado (Interim, CIO)	X	Jennifer Brezina	X
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	X
Dan Portillo (AFT President) *Via Zoom*	X	ASG Student Representative: Sanjana Sudhir (Student Trustee)	A

Guest							
Alexandra Mokhnatkina	X	Connie Palazzolo	X	Jeremy Patrich	X	Nadezhda Monsov	X
Alisha Kaminsky	X	Daylene Mueschke	X	Jessica Crowley	X	Nicole Faudree	X
Amy Foote	X	Deanna Riveira	X	Joy Shoemate	X	Renee Wolf	X
Anthony Michaelides	X	Dianna Avery	X	Julie Johnson	X	Ruth Rassool	X
Carlos Guerrero	X	Dr. Edel Alonso	X	Kathy Kubo	X	Sonny Requejo	X
Cassidy Butow	X	Dustin Silva	X	Michael Felix	X	Tammy Mahan	X
Claudenice McCalister	X	Eric Smith	X	Michael Monsour	X	Victoria Leonard	X
Collette Gibson	X	Erin Tague	X	Mireya Milian	X		

A. Routine Matters
1. Call to order: 3:01 pm
2. Public Comment:
   - MESA was previously a Title 3 program for many years. The CCCA Of MESA Directors partnered with legislative representatives and got SB444 passed to allow MESA to become a Title 5 program. MESA Director program Amy Foot is the president of the program that worked on

getting MESA to become a Title 5 program. Special thanks to Amy Foote.
- More work is being done with ASCCC on the FLEX guidelines for adjuncts.
- Issue with women's bathroom on the 3rd floor of BONH. The bathroom needs to be upgraded.
- Rebecca Shepherd wrote a letter to the editor of the Signal on Shared Governance and 10+1. This article has been published and is to help community understand the nature of a CCC.

3. Approval of the Agenda:
   - **Motion** to approve the agenda by Tom Gisel seconded by Regina Blasberg. Mike Harutunian proxy for David Brill (yes, vote), Jesse Vera proxy for Todd Fatta (yes, vote); Garrett Rieck proxy for Leora Gabay (yes, vote) & Regina Blasberg proxy for Gary Quire (yes, vote). Unanimous. Approved.

4. Committee Appointments:
   - Jennifer Overdevest, VAPA representative on the Non-Credit Curriculum Committee

5. Sub-Committee Summaries:
   - Senate Executive Committee summary for May 1, 2025 (pg. 10-13)

6. Approval of the Consent Calendar
   - **Motion** to approve the consent calendar by Linda Beauregard-Vasquez. seconded by Jennifer Thompson. Mike Harutunian proxy for David Brill (yes, vote), Jesse Vera proxy for Todd Fatta (yes, vote); Garrett Rieck proxy for Leora Gabay (yes, vote) & Regina Blasberg proxy for Gary Quire (yes, vote). Unanimous. Approved.

Academic Senate Special Meeting Summary, September 9, 2025 (pg. 3-5)	Curriculum Committee Summary, September 18, 2025
Academic Senate Meeting Summary, September 11, 2025 (pg. 6-9)	

B. Reports
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. Minimum Qualifications & Equivalencies Committee Annual Chair Report, Alisha Kaminsky (pg. 14-15)
   - The committee has been focusing on AP 7121 and creating new language to ensure this language speaks to all the committee has done so far. Lisa forwarded Alisha information on the ASCCC communication on MQE regarding proposal submissions updates to the Disciplines List. The committee meets on zoom on the 3rd Monday of the month from 1-2pm. Garrett Rieck will be serving as the school of PPL representative.

2. Board of Trustees, Dr. Carlos Guerrero
   - Trustee Guerrero met with President Hooper within a month of his appointment at his request. Dr. Guerrero also shared that he currently serves as a department chair at LA City College and sits on ASCCC statewide committees.
   - **Board Policy on College Presidents:** The board policies regarding the hiring and removing of the CEO need to be revised. This district hasn't hired a president in over 36 years. Dr. Guerrero intends to lead this process.
   - **Non-Credit Courses:** Dr. Guerrero expressed that COC is doing great work in non-credit. Vision 3030 is about trying to grow adult education. Northern California is called the non-credit desert; however, this is not entirely true. The idea is to develop programs outside of just ESL.
   - **Return Visits:** Dr. Guerrero will return to the Academic Senate for continued dialogue.

3. Academic Senate Presidents Report, Lisa Hooper
   - **Registration Process:** Lisa tested the student registration process. There is a need for discussion to streamline the process as this may be impacting enrollment.
   - **Congressman Whitesides tour of the ATC:** Lisa toured the ATC area and found the lab space very impressive. May not be the best location as there are parking issues. There will be 4 programs housed there. There is now a need for a permanent ATC on campus.

- **Gensler Group – Vision for the next 10 year of College of the Canyons:** The group continues to solicit input and there was a survey. The questions are about how people interact with spaces. This will inform the Educational Facilities Master Plan going forward. Please provide input when solicited.
- **eLumen:** This software is going away. Curriculum committee has heard presentations from those who have used them and those who own the software. Lisa requested from Dr. Alvarado the autonomy from the Curriculum Committee to cut and paste part 1 of the CCN templates into the Curriculum Management System as this part is not modifiable by discipline faculty. It will be recorded as "CCN template" and a discipline expert also listed as authors on each course outline.
- **Common Course Numbering (CCN):** The law states that CCN is for every course that transfers to a 4-year school and CCC's (including GE, CTE). Cheryl Aschenbach (past ASCCC president) stated that realistically it may not get that far.
- **CurricUNET to eLumen:** Much data was lost in the transition and there is concern with losing data again. The new [Coursedog](#) system will transfer all data for free. Course that are in the eLumen review stages (author stage or farther along) will get lost in the transition to the new software so faculty are encouraged to save a copy of their work!
- **AI Policies in CCC System:** Joy Shoemate, Director of Online Education and shared a database with Lisa on various CCC policies on Artificial Intelligence. We are one of the few colleges in the system with a comprehensive statement. Special thanks to Dr. Shane Ramey and the Academic Integrity committee for their work on the statement on AI.
- **Updates on the BANC:** All enrolled credit and non-credit students are eligible for 1 grocery pick-up a week. The food is not snacks but food to cook meals. Enrolled students can grab a snack twice daily. The donations are received from ISSI and Farmer's Fridge who buy wholesale foods. Students do need to qualify for Cal fresh and can complete an application at the BANC. Students who were previously eligible and who have found themselves ineligible mid-semeseter, will be grandfathered in. On Thursday all food is free for everyone.
- **Re-Assign Time:** For those who received re-assign time from the Senate, please add your role/title to your signature so people are aware.
- **Senate Voting:** About 3 years ago the Senate developed a policy on remote participation. Only 2 senators can patriciate remotely. The address must be posted to the agenda as the public needs access to that location. Alternative addresses need to be forwarded to Marilyn the Friday prior to the agenda posting.
- **Proxy Forms:** These are needed prior to the meeting. Senators can only hold 1 proxy vote. Proxys don't count towards quorum. We need 50% present to make quorum, and it is required by the Brown Act.

4. Vice President Report, Garrett Rieck
- **ASCCC Non-Credit:** COC is hosting an ASCCC Non-Credit regional meeting on Oct. 24th. Garrett will be involved with a panel or will be speaking. Registration will be sent out soon. There are only 100 spots available. Jesse will forward ASCCC invite to Erica Seubert.
- **ASCCC Regional Area C meeting on Oct. 31st:** This will be held also at COC the following week. This is a great opportunity to have questions answered by statewide representatives. The region is divided from north to south.
- **Office Lottery:** Will be happening in October. There will be an email sent out in the next few weeks. If anyone wants to see an office let Garrett know.

C. Action Items
Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. MQE Updated Equivalencies, Alisha Kaminsky
- [Acceptance of Equivalencies for Disciplines Requiring a Master's Degree](#)
    I. There is one update for Ethnic Studies as the chair of Ethnic Studies is not a discipline

expert. Conversations were ongoing and the Chair has decided to accepted equivalencies for the next 5 years. There are 10 specific titles and new titles with unique names seem to be emerging. The idea is to accept equivalencies seems prudent given the dynamic aspect of the field.

      II.   **Motion** to approve the revised list by Garrett Rieck seconded by Jesse Vera. Mike Harutunian proxy for David Brill (yes, vote), Jesse Vera proxy for Todd Fatta (yes, vote); Garrett Rieck proxy for Leora Gabay (yes, vote) & Regina Blasberg proxy for Gary Quire (yes, vote). Unanimous. Approved.

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. BP and AP 3250 Institutional Planning and Effectiveness, Gary Collis
   - Summary of Changes to BP and AP 3250 (pg. 16)
   - BP 3250 (Final for Senate) (pg. 17)
   - AP 3250 (Final for Senate (pg. 18-21)
   - BP 3250 (current) (pg. 22)
   - AP 3250 (current) (pg. 23)
   - BP 3250 (Final Mark Up Version) (pg. 24)
   - AP 3250 (Final mark Up Version) (pg. 25-27)
     - I. AP/BP 3250 is a required policy and is related to BP/AP 3225. This is not required but legally advised due received funding with the student equity and achievement plan. Rather than having two policies the idea was to infuse the two into BP/AP 3250. These items will return for action.
2. Accreditation Midterm Report Presentation, Dr. Thea Alvarado
   - Midterm Template
     - I. The accreditation process is an ongoing cycle of 7-8 years. The ISER report is prepared by the district and will be submitted in June 2029. A group of people will meet in fall of 2028 and will read the ISER. They will then write their report and give the district the terms of their accreditation. The draft is due on August 1st of 2028. The midterm report has come through the Senate for feedback and for the Senate to authorize the President to sign the report that will be submitted to the ACCJC. The midterm report is due in December 2026 and will be submitted in March 2026. Dr. Alvarado suggested having people at the college fill out the google form. Faculty can volunteer to be part of the accreditation team, and they are looking for faculty members.
3. Gender Neutral Restrooms on campus, Erin Tague & Lisa Hooper
   - Erin outlined the various projects on campus that will ensure gender natural, and all restrooms on campus are more easily accessible, identifiable and safe. In addition, Erin emphasized the importance of following mandates from the Division of State Architect (DSA), California Building Code amendments, state chancellors, state architect and ADA requirements. The next steps are to establish a district-wide signage and privacy design standards through master planning and incorporating into the facilities planning manual. Erin is happy with any input provided.
4. Proposed revisions to the Faculty Evaluation Instrument
   - New Guide for Self-Evaluation Tenured and Tenured Track Faculty
   - Full-Time Facutly Professional and Instructional Evaluation Summary
     - I. This item will be moved to the next agenda
5. Shared Governance Committee Sheet
   - Some committees have been re-aligned with the help of the Academic Senate and Senate Executive Committee to further align the role of committees and responsibility with the project advancement teams. Lisa will also be meeting with the adjunct council. This item will be on a future agenda.

E. Unfinished Business

Below is a list of items that can be discussed for a future date.
1. IRC Discussion - Automated Book Adoptions
2. Web Design/Server Update

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.
1. Tenure Committee Training Workshops
2. Department Chair Training Series Schedule
3. Staff Training for Classified Absences

G. Announcements
1. Next Academic Senate Meeting Dates Fall 2025: Oct. 9th; Oct. 23rd; Nov. 6th; Nov. 20th; Dec. 11th
2. Departments Chair Nomination Period: Wednesday, October 1, 2025, through Friday, October 10th
3. 2025 ASCCC Fall Plenary, Nov. 6th-8th, Hyatt Regency, La Jolla, CA.
4. 2026 ASCCC Spring Plenary, April 9th – 11th, Hyatt Regency, Santa Rosa, CA.
5. 2026 Faculty Leadership Institute, June 11th – 13th, Hyatt Regency, Long Beach, CA.
6. 2026 Curriculum Institute, July 15th – 18th, Sacramento Convention Center

H. Adjournment: 4:57 pm.

The teleconference is accessible though the following link:
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Please note:
This meeting will be broadcasted at the following locations via zoom
none

From: Senate Elections <Senate_Elections@canyons.edu>
Sent: Tuesday, September 30, 2025 1:27 PM
To: Senate Elections <Senate_Elections@canyons.edu>
Cc: Jimenez, Marilyn <Marilyn.Jimenez@canyons.edu>
Subject: Public Safety Senator Nomination Results

Dear colleagues,

The nominations for the vacant Public Safety Senator position of the Academic Senate has closed. Please see below for the list of nomination results. As there was only one nomination, an election will not be held. Upon Senate Confirmation, Jessica Crowley will serve as Public Safety Senator for the remainder of the current term, ending 6/30/26.

If you have any questions, please contact us by emailing both Senate_Elections@canyons.edu and CC'ing Marilyn.Jimenez@canyons.edu.

Department Chairs:

Position	Nominee(s)
Academic Senate Public Safety Senator	Jessica Crowley

*This email is being sent to Full-Time Faculty and Instructional Deans.

Senate Elections

Senate_Elections@canyons.edu

COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

September 18, 2025
11:00 a.m. to 12:00 p.m., Via Zoom

Join Zoom Meeting

https://canyonsonline.zoom.us/j/83585717263?pwd=Z51nQ2s3YFbqOPSjt4JQfbyXmDTCV0.1

Meeting ID: 835 8571 7263**; Passcode:** 308130

SUMMARY

According to Article 6 of the By-Laws of the Academic Senate the purpose of the Executive Committee is to foster coordination among the principal subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.

Non-Voting Members:

Faculty Name	Title		Faculty Name	Title	
Lisa Hooper	*Academic Senate President*	X	Jason Burgdorfer	*COCFA President*	A
Garrett Rieck	*Vice President of Academic Senate*	X	Dan Portillo	*AFT President*	A

Voting Members:

Faculty Name	Title		Faculty Name	Title	
Alisha Kaminsky	*MQE*	X	Jesse Vera	*Legislative Liaison*	X
Chase Dimock	*Honors Steering Committee*	A	Julie Jonhson	*CETL*	X
Dustin Silva	*Elections Committee*	X	Linda Beauregard Vasquez	*Lead Adjunct Senator*	X
Erik Altenbernd	*Academic Staffing Committee Faculty*	A	Lisa Hooper	*President's Advisory Committee on the Budget Faculty*	X
Erika Torgeson	*Program Review Committee*	X	Pamela William-Paez	*Scholarly Presentation (Tentative)*	A
Garrett Reick	*Noncredit Liaison*	X	Teresa Ciardi	*Faculty Professional Development Committee*	X
Lisa Hooper	*Program Viability*	X	Tricia George	*Curriculum Committee*	X
Gary Collis	*Policy Review Committee*	X	VACANT	*College Planning Team Committee Faculty*	
Regina Blasberg	*Career Education Liaison*	X			

Additional Voting Members:

Faculty Name	Title		Faculty Name	Title	
Shane Ramey	*Academic Integrity Committee*	A	Alene Terzian	*Equity Minded Practitioners*	A
Karyl Kicenski	*Academic Freedom Committee*	A			

Non-Voting Members and Guest

Faculty Name	Title		Faculty Name	Title	
Marilyn Jimenez	*Academic Senate Administrative Assistant*	X	Wendy Brill-Wynkoop	*FACCC Member Engagement*	A

A. Routine Matters
1. Call to order: 11:02 am
2. Public Comment:
   I. **Brown Act:** Discussion took place regarding whether the Senate Executive Committee is a Brown Act meeting. If the committee decides to vote on action items, the committee can determine internally if quorum was met.
   II. **Shared Governance Model:** It was confirmed that the Board of Trustees does not have to approve the Shared Governance model. The new model is being developed to allow the district to function more efficiently. Several Vice Presidents have discussed Shared Governance. There is a revised BP/AP 3250, it doesn't outline the new shared governance model, however, facets of this model in terms of the collaboration and the need to percolate to all diff VP's and the board has endorsed the spirit of the model and threads of it.
   III. **Student Behavioral Issues:** Some faculty have observed more student behavioral issues in recent months, especially in noncredit courses. There is a need for clarity on what instructors need to do to address behavioral issues. This is an item to agendize either at the Senate or report out to this group. Different people have had different referrals to the BIT team. Some faculty feel they have received an unsatisfactory or unacceptable response. Are there resources to draw upon? At which point is it appropriate for faculty to inquire?
   IV. **Student Conduct Policy:** The Senate will be discussing the student conduct policy in October or November. The Policy Committee has been discussing Student Conduct for many years in addition to the student policies and procedures and composition of the BIT team. Dr. Ruys will be attending a future Academic Senate to explain what the process rights are and what constitutes discipline. The idea was to initiate the BIT Team to have a record of student behavioral issues.
   V. **FLEX Hours:** Some faculty are having challenges with being approved for additional FLEX hours. There are many faculty who don't complete their FLEX hours in June and they pay can be docked. The delay may be due to current budget restraints.
3. Approval of the Agenda
   I. Motion to approve the agenda by Alisha Kaminsky, seconded by Lisa Hooper. Unanimous. Approved
B. **Consent Calendar**
1. Adoption of May 1, 2025, Senate Executive Committee Summary (pg. 3-6)
   I. Motion to approve the summary from May 1, 2025, by Linda Beuregard-Vasquez, seconded by Alisha Kaminisky. Teresa Ciardi and Regina Blasberg abstained. Approved.
C. **Reports**
1. Presidents Report, Lisa Hooper
   I. **Share Governance Model Teams:** There is a bit of delay with advancing faculty to the various teams. The vision was to adapt the existing governance model at American River college. There were some delays with finalizing the new model due to revisions being made. There are also some people who are transitioning away from their committee chair positions. Lisa asked all who attended the Academic Senate Retreat to help with the alignment of the teams. This is a complicated process due to overlap and redundancy, and it is also not clear what some of the functions are of some committees. Lisa would like to engage in continuous feedback from the group.
2. Vice President Report, Garrett Rieck
   I. Garrett announced he is no longer the PV Committee chair and that Lisa has stepped into this role. Garrett is the new Rising Scholars Coordinator.
D. **Action:**

     1. None

E. Discussion

    1. New Governance Structure, Lisa Hooper & Garrett Rieck

       I. Committee Alignment (pg. 7-10)

         a. Lisa gave all who attended the Academic Senate retreat a worksheet to review and fill out. Between the group work and the deep analysis, there is now some alignment.

    2. Senate Goals for 2025-2026, Lisa Hooper & Garrett Rieck

    3. Project Advancement Teams Appointments, Lisa Hooper & Garrett Rieck

       I. **Planning & Institutional Effectiveness Team:**

         a. There are individual positions called out to serve on this team such as the Program Review Committee chair. The idea is to appoint to this team 4 FT and 1 PT faculty member. Lisa highlighted in blue the individuals, the charter and their areas of service as they closely align with this team.

         b. PAC-B should be part of this team. PAC-B is needed on this team as this person needs to hear about the resources and planning effectiveness. For College Policy Council could this be someone from Faculty Policy Review Committee on the planning team? The Program Viability Committee touches on different aspects of college operations. There are many non-faculty who sit on Program Viability Committee. There is already that collaborative piece.

         c. This team also includes representatives from the Academic Staffing and Professional development committees. An ASCCC Advocacy liaison (Jesse Vera). Legislation becomes local policy changes and that would be helpful for Planning and Institutional Effectiveness.

         d. Program Viability approves things that shape the offerings of the college. There is concern about too much redundancy. Lisa is moving away from advocacy liaison and moving towards Program Viability chair or designee.

       II. **Student Success & Inclusive Excellence Team:**

         a. This team has a proposal to also include the Senate President + 4 FT and 1 PT. The other proposal is for the Senate President to serve as a Tri-Chair along with 2 FT + 1 PT. This would also include the COCFA Executive (past or present), Chief Negotiator or designee and an Adjunct Leader (past or present). Wendy has been a statewide union president and is in consultation with the chancellor's office and the districts. Wendy was the past COCFA Past president then the chief negotiator and the adjunct leader past or present and this seems to be a good composition. Lisa will revisit the adjunct piece.

         b. The Classified professionals have specifically named their CSEA union president and chief negotiator as members of this team.

         c. The Senate has control over academic standards. The hope is that CETL sees alignment and that faculty are trained in all trends in education, modalities, challenges and it is important to have Curriculum chair in the middle section. Julie agrees with CETL on the middle section. Either Robert or Julie can attend but there is only 1 vote on behalf of the faculty. If CETL were to have a single chair how would this continue to function?

         d. Regarding CASL and Non-Credit, this will depend on how the committee is focused. Non-credit is complicated and offering for students. The Curriculum chair has no expertise in this. However, non-curriculum chair will have more expertise. Non-credit is synonymous with inclusivity. Non-credit is different than credit courses. Garrett is happy to represent for non-credit.

       III. **Operations (Physical & Digital Infrastructure) Team:**

         a. For this team there is a need to add the Campus Safety Advisory committee representative.

         b. This team can include one representative from the CE committee. Regina Blasberg agrees, as so much of facilities issues with ATC and nursing moving to CCC. 90% of the program

proposals are from CE and all need physical and/or technology advancement to offer newer programs. If the individual as the chair was also the liaison they could all have a good understanding of how they would function.

    c. The Ed Tech committee is focused on education technology and achievement and not operations. If sometime come up in EdTech committee and need to think about purchasing, then this is the planning advancement team.

    d. There are some items that may need to go through all project advancement teams. The facilities consideration is important and typically didn't have much say.

    e. Information Technology needs to be part of the model. There were four MOU's signed by the governor that gave tools to the district. This has had an enormous impact on data, faculty, staff and students. There are intellectual property issues, and many emails are going into AI system. CANVAS is now available through AI and there are so many open tools. There are many labor implications and need to do a demand for bargaining and get some control.

    f. The Web Committee has been focusing on the redesign of the user experience on the platform. Lisa would like to highlight CE and a Web Committee co-chairs or design reps the operations team

    IV. **Next Steps:** Lisa will make changes and bring the spreadsheet to the Senate next week. The Academic Senate does not need to advance the new design team membership list. Lisa will advance to the chair of the advance team. Calendar invites will be sent.

F. Future Business
1. Future Meeting Times/Days
2. Future Discussion Topics

G. Unfinished Business

None

H. Announcements
a. <u>Next Academic Senate Meeting Dates Fall 2025:</u> Sept. 25th; Oct. 9th; Oct. 23rd; Nov. 6th; Nov. 20th; Dec. 11th
b. 2025 ASCCC Fall Plenary, Nov. 6th-8th, Hyatt Regency, La Jolla, CA.
c. 2026 ASCCC Spring Plenary, April 9th – 11th, Hyatt Regency Santa Rosa, CA.
d. 2026 Faculty Leadership Institute, June 11th – 13th, Hyatt Regency, Long Beach, CA.
e. 2026 Curriculum Institute, July 15th – 18th, Sacramento Convention Center, CA.

I. Adjournment: 12:05 p.m.

Program Viability Committee Summary

September 25, 2025, 10:00 a.m. to 11:30 a.m. – Zoom

Voting Committee Members:					
Lisa Hooper	*Committee Chair*	X	Kathrina Almero-Fabros	*Transfer Discipline Rep./At-Large Member*	A
Erika Torgeson	*Enrollment Services/Counseling*	A	VACANT	*ASG Student Rep.*	A
Jason Burgdorfer	*MSE, COCFA President*	X			
Jaya George	*Health Professions*	A	**Administrator Voting Members**		
Jennifer Paris	*CTE Rep/ECE Rep/SBS*	X	Dr. Thea Alvarado	*Interim Asst. Superintendent/CIO*	X
Jesse Vera	*Enrollment Services /Counseling*	X	Erin Tague	*Assist. Superintendent/VP of Facilities*	X
Karl Striepe	*SBS/Transfer Discipline Faculty*	X	Jason Hinkle	*Associate, VP, Business Services*	X
Ruth Rassool	*Humanities (Adjunct)/AFT Designee*	X	Jason Hinkle proxy for Dr. Jim Temple	*Assist. Superintendent/VP Tech, Inst. Dev. & Tech Computer Support*	X
Tricia George	*Curriculum Committee Chair/Humanities*	X	**A= Absent**	**X = Present**	

Guest:							
Clinton Slaughter	X	Jennifer Brezina	X	Paul Wickline	X	Dr. Monica Shukla-Belmontes	X
Dr. Daylene Meuschke	X	Marilyn Jimenez	X	Chloe McGinley	X		
Harriet Happle	X	Nadia Cotti	X	Cyndi Trudeau	X		

I.   **Routine Matters**
1. Call to order: 10:02 a.m.
2. Approval of the 5/8/2025 meeting minutes:
   a. **Special Thanks:** Lisa gave special thanks to all who have served on this committee. As a reminder the current Academic President or designee is to serve as the Program Viability chair. Lisa also previously chaired the committee.
   b. **Brown Act Meeting:** Lisa feels the committee should continue to serve as a Brown Act.
   a. **Proposal to split the Counseling Department:** It was decided that the notion of the department split, and the intent didn't meet the requirement. The group is now meeting to discuss and negotiate the non-instructional area and how this will operate. This item will need to be returned to the Program Viability Committee and the Academic Senate for formal acknowledgement of the proposal withdrawal.
   b. **Motion** to approve the meeting minutes by Thea Alvarado, seconded by Jesse Vera. Unanimous. Approved
3. Approval of the Agenda
   a. Motion to approve the agenda by Erin Tague, seconded by Ruth Rassol. Unanimous. Approved.

II.   **Discussion**
1. **Introduction**
   a. Lisa had all committee members introduce themselves and share a bit of their background.
2. **Responsibilities/Goals of the Committee**
   a. The Program Viability Committee Training slides for Fall 2025 were presented.

b. **Purpose of the Committee:** The committee reviews the viability of the campus programs. The committee will continue to discuss program initiation but there is concern with the implementation timeline. There may be a need to rank new program proposals like the staffing committee ranks faculty position proposals. There may need to be some discussion of what is realistic for the next two fiscal years as we have no new revenue coming in from the state. The committee will continue with discussions relating to the modification, ratification and discontinuance of programs as well as receiving reports from programs currently going through the Program Viability cycle.

3. **Relationship between PV and Curriculum committee:**
    a. If a program has two new credit courses being proposed and there are no additional resources needed the discussion occurs in Curriculum Committee. If the proposal includes three or more new credit courses, then a proposal must come to the PV committee. If the proposal has four or more new noncredit courses and/or there is substantial human, physical and/or financial resource needed the discussion occurs in Program Viability. Types of proposals include:
        I. **Substantial Modification**
        II. **Categorial Modification**
        III. **Nominal Modification**
        IV. **Revitalization:** A proforma form is submitted to the PV committee to evaluate and assess the programmatic health and viability of a particular program.
        V. **Discontinuation of Programs:** This pertains to academic programs but also references "discipline". It is not clear when "discipline" would be discontinued; this probably requires a revision to the AP.
        VI. **Focus of the proposal Forms:**
            1. **Career Education (CE) programs:** These proposals will include an additional prompt to satisfy CE program requirements regarding labor market data. CLE and LMI reports. A substantial modification can be recoding of a program. The state is moving away from TOP codes and moving to CIP and SOC codes using ONet.
            2. **FARE Form:** This was needed to capture the capacity for all physical resources. This is a necessary piece of all initiation proposals and could/should be part of substantial modifications and revitalization proposals.
    b. **Pilot Program Reports:** Lisa is not in favor of "pilot program status" for programs going through PV other than newly initiated programs, as this may communicate that a program could be going away.
    c. **Budget Pro Forma & Breakeven Questionnaire:** Faculty need to input their program title. There are questions regarding whether this is a 1- or 2-year program. How many TLU's per course will be needed? If each course has 3 TLU's, are there 25 students in the cohort? What are the number of courses per year? Are there 3 courses in the fall or in the spring? How much revenue will the new courses bring in or are we enrolling in existing students? Will this program generate new FTES? What type of degree will students earn?
    d. **Financial Expenses on the Form:** The second part of the form includes expenses, such as how much FTF reassign time is needed? How many TLU's are being taught by adjuncts? How many TLU's are covered by the above faculty? Will there be a need for an administrative assistant, additional lab techs or coordinators? Are there marketing materials or college assistants needed? Is there a need for equipment?
    e. **Proforma Summary:** All revenue is calculated into the form using the Student-Centered Funding Formula. In addition, annual net gain or loss (which may create a cost and then generate review in the following years).

f. **Ranking of Program Proposals:** It has been the practice of the committee to take each proposal in order and evaluate the merit. There may be a need for a ranking of prioritization.

g. **Follow up on the FARE Form Request:** Is there a way to go back and confirm what was predicted such as projected and actual demands? This information may be needed to provide this for guidance to the program. There is a contingency for 10-20% for the scope of the proposal. If it is for an area that has not been done before the contingency will be higher. There is a need to be very conservative in those numbers. There will be many CE programs that won't show a profit but there may be a need to develop guidelines on how much a loss is allowed. The FARE form is a piece which helps in making decisions, it is not a final decision. There is a holistic conversation that needs to happen with the prioritization of resources.

h. **Human Resource Representation:** Lisa would like Human Resources to attend and explain the difference between a professional expert and a short-term faculty member. How is an expert brought in to help shepherd curriculum.

i. **Upcoming proposals this semester**

j. Lisa provided a list of upcoming proposals for the semester and asked Harriet to coordinate with some of the faculty leading the proposal for other CE programs.

III. **Adjournment:** 11:30 am.

Summary of Substantive Changes: BP/AP 3250

1. Integration and Clarification of Responsibilities
   - The proposed BP 3250 is more detailed and directive than the current BP, clearly outlining the CEO's responsibilities related to ensuring institutional planning is broad-based, systematic, and integrated.
   - The proposed AP 3250 absorbs significant content that is in the current BP, especially content related to types of plans, who is involved, and how planning is carried out.

2. Emphasis on Institutional Effectiveness and Equity
   - The proposed AP introduces an explicit "Institutional Effectiveness" section, highlighting:
     - Goal setting for student access, outcomes, and equity.
     - Use of disaggregated data to address disparities for historically excluded groups.
   - These emphases are absent from the current AP or BP.

3. Detailed Planning Processes and Plan Types
   - The proposed AP outlines a comprehensive list of required and strategic plans, including DSPS, EOPS, EEO, SEA, and Technology Plans.
   - It adds structured planning cycles (e.g., 3-year program reviews), equity-centered evaluation, and specific expectations for how plans are developed and aligned with broader institutional goals.
   - The current AP references planning more generally, relying heavily on the "Decision-Making Guide" without specifying these structured expectations.

4. Strengthened Role of Participatory Governance
   - The proposed AP repeatedly emphasizes the participatory governance process as central to planning and goal-setting, ensuring representation across stakeholder groups.
   - This is more robust than in the current AP or BP, which mention shared governance more passively.

5. Explicit Board Involvement and Communication
   - Both the current and proposed BP maintain that the Board will be kept informed, but the revised BP emphasizes the Board's active role in setting general mission and goals.
   - The proposed AP specifies which plans require Board approval versus those presented as information items, clarifying administrative practices.

6. Reference Updates and Compliance
   - The reference sections in the revised documents are updated and expanded to include more ACCJC standards, Title 5 sections, and Education Code citations.
   - This helps ensure alignment with current regulatory and accreditation standard

BP 3250 Institutional Planning and Effectiveness

References:

> ACCJC Accreditation Standards 1, 1.4 and 3.5; Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250, 55510, and 56270 et seq.; Education Code Sections 78210 et seq. and 84754.6

The District's comprehensive planning system shall include those required by Title 5 as well as those relevant to the District's educational, strategic, and resource planning. A list of these plans shall be maintained in the CEO's office and updated as needed.

The CEO shall:

- Ensure that the District implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community. This planning and evaluation system shall be guided by the District's mission and vision and supported by institutional research.
- Ensure that institutional plans contain goals, objectives, and measurable outcomes; that they are integrated into the annual budget process; and that the results of institutional planning are broadly communicated. Submit those plans to the Board when required by Title 5.
- Inform the Board about the status of planning and institutional progress towards achieving the goals, objectives, and outcomes identified within the District's planning documents.
- Ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

See Administrative Procedure AP 3250 and Board Policy 2510

Approved [insert new date]

AP 3250 Institutional Planning and Effectiveness

References:

> ACCJC Accreditation Standards I 1, 1.4 and 3.5; Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510, 55250, and 56270 et seq.; Education Code Sections 78210 et seq. and 84754.6

The District shall ensure that structures are in place to facilitate ongoing, collegial, self-reflective dialogue in the spirit of continuous quality improvement of student learning and achievement as well as institutional structures and processes.

In addition, the District will establish and publish goals and performance information related to fiscal stability.

The Governing Board informs the general institutional mission and goals for the comprehensive plans through a variety of means, including but not limited to, the CEO evaluation process, Governing Board Strategic Priorities for the District, and annual Governing Board evaluation and planning workshops.

A.   Institutional Effectiveness

The District shall develop, adopt, and publicly post goals related to (1) student access, (2) student performance and outcomes, (3) student equity, and (4) state and federal mandates and guidelines and engage constituents in the goal setting through its participatory governance process.

These goals should be aspirational and quantifiable, address equity gaps for historically marginalized and excluded populations, including, among others, Black, Latino/a/e/x, Indigenous, and LGTBQ+ student populations, as identified by disproportionate impact analyses, and align with the educational attainment of California's adult population to the workforce and economic needs of the state. Review of progress on goals shall be done through the appropriate responsible program and/or participatory governance process.

The District, through established committees with representation from faculty, administration, classified professionals, and students, will review and recommend planning decisions related to educational, human, physical, technological, and financial resources through a broad-based, comprehensive, systematic, and integrated planning process.

Through the District's participatory governance process, district planning will result in specific goals, objectives, and strategies which have measurable outcomes and specific accountability. The planning process will use institutional effectiveness data and research, program reviews, and individual unit plans to inform decision-making and resource allocation processes.

B.   Institutional Planning

The CEO shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community. This planning and evaluation system shall be guided by the mission and vision of the District and supported by institutional effectiveness research.

The planning system shall include plans required by law as well as those that are relevant to the District's educational, strategic and resource planning. These plans include, but are not limited to:

- Strategic Plan
- Comprehensive Educational and Facilities Plan
- Facilities Plan
- Disabled Student Programs and Services (DSPS) Plan
- Extended Opportunity Programs and Services (EOPS) Plan
- Equal Employment Opportunity (EEO) Plan
- Student Equity & Achievement Plan
- Transfer Center Plan
- Technology Plan

District-wide and appropriate departmental plans are developed in a manner that encourages broad participation from employee groups on campus, providing clear opportunities to be involved in the plan-formulation process and subsequent plan review. Plans are informed by institutional research, especially student outcomes data when appropriate. Once completed, the Comprehensive Educational and Facilities Plan and other plans as required by Title 5 are presented to the Board of Trustees for approval. Other plans, such as the Strategic Plan and the Technology Plan, are presented to the Board of Trustees as information items. Plans are submitted to the California Community Colleges Chancellor's Office (CCCCO) for approval when required. District's plans are appropriately aligned with the District's mission as well as CCCCO priorities, where applicable. All plans, including the budget, are interrelated and developed with the purpose of advancing efforts of every department on campus in meeting their departmental and institutional goals in support of the District's mission.

1. Program Planning and Review:
   - Administrators, faculty and staff engage in a systematic three-year cycle with a full program review in year 1 and annual updates in years 2 and 3. Departments reflect on research and external information, such as outcomes information, self-studies, research reports,

program review data, enrollment patterns, and workforce trends. This reflective process includes consideration of the implications of state policies and funding opportunities.

- Through the program review and planning process departments assess changes in the community that impact the District's programs and services. They identify opportunities for partnerships and for potential resource development. Departments play a central role and drive college wide-planning, budget development, program development, and other services. At the same time, departmental plans are influenced by District-wide plans, reflecting institutional priorities.

2. Strategic Planning:

- The planning process will be guided by adopted mission, vision, strategic plan, and core value statements.
- The departmental/program objectives as part of the Program Planning & Review process must align with one of the District's strategic goals.
- The Strategic Plan aligns with the District's Program Planning & Review cycle.

3. Facilities Planning:

- The District updates its comprehensive Facilities Plan approximately every 5 years. The Facilities Plan is developed with input from key constituents and is informed by current and anticipated needs, based on research and institutional effectiveness data, equity considerations, and instructional needs as identified in the strategic planning process.
- District quantitative and qualitative data on institutional effectiveness and District strategic directions will inform district-wide facilities planning.

4. Technology Planning:

- The District Information Technology (IT) division provides technical support, training, policies, and procedures related to technology, strategies for effective implementation and utilization of information technology, and assists the District with local technology initiatives, projects and planning for future technologies.
- District -wide technology planning shall be informed by college technology planning, priorities, institutional effectiveness data, college strategic goals and department/program plans as part of the Program Review & Planning process.
- The District updates the Technology Plan for the District approximately every 5 years.

5. Student Equity Planning:

- The District complies with the California Board of Governors' regulations related to Student Equity Policy, which is intended to ensure that students from historically marginalized and excluded groups in higher education have equal opportunity for access, success, transfer and career outcomes.

- The District's Student Equity & Achievement (SEA) Plan is developed in collaboration with representatives from faculty, staff, administration and students. The SEA Plan includes research/data, goals, activities, implementation timelines, and evaluation measures.

- In alignment with the California Community Colleges mission, the SEA Plan shall be centered on racial equity and social justice and align with the District's mission, vision and values.

- The SEA Plan shall be reviewed and updated under the guidance of the District's participatory governance process.

- The SEA Plan is updated every three years or as specified by the CCCCO.

6. Categorical Program Planning:

- The CEO ensures that District program staff develop, implement, and monitor plans for categorical programs, such as EOPS, DSPS (locally referred to as AAC), and CalWORKs, according to the processes and requirements established by the CCCCO.

7. Equal Employment Opportunity (EEO) Planning:

- The Human Resources Department tracks all hiring for equal employment opportunity, evaluates the diversity of newly hired employees, and reports its findings to District administration.

- The Human Resources Department complies with the CCCCO Annual EEO Certification Form and EEO Plan submission requirements.

See Board Policy 3250 and Board Policy 2510

Revision endorsed by CPC [insert new date]

BP 3250 Institutional Planning

References:
ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5;
Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250, 55510, and 56270 et seq.

The CEO shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to, the Educational and Facilities Master Plan.

The CEO shall submit those plans as required by Title 5 to the Board.

The CEO shall inform the Board about the status of planning and the various plans.

The CEO shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

See Administrative Procedure AP 3250

Approved 7/7/2021

AP 3250 Institutional Planning

References:
    ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5;
    Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510, and
        56270 et seq.

"Decision Making at College of the Canyons," known colloquially as the Decision-Making Guide, describes planning processes and is updated regularly. It also details theroles of each employee group on campus in planning and decision-making in general terms and related to specific committees and plans. Every instructional and operational department on campus participates in planning at the department and college-wide levels. Descriptions of committees who develop plans are further described in the Decision-Making Guide.

College plans are updated regularly. Most are updated at least once every three years, with many being updated annually. One noteworthy exception is the Educational and Facilities Master Plan which is generally updated every six years. Copies of individual plans are available on the Intranet under the College Information link.

College-wide and appropriate departmental plans are developed in a manner that encourages broad participation from employee groups on campus, providing clear opportunities to be involved in the plan-formulation process and subsequent plan review. Plans are informed by institutional research, especially student outcomes data when appropriate. Once completed, the Educational and FacilitiesMaster Plan and other plans as required by Title 5 are presented to the Board of Trustees for approval. Other plans, such as the Strategic Plan and the Technology Master Plan are presented to the Board of Trustees as information items. Plans are submitted to the California Community Colleges Chancellor's Office (CCCCO) for approval when required, and College plans are appropriately aligned with CCCCO priorities, such as the Vision for Success, where applicable. All plans, including the budget, are interrelated and developed with the purpose of advancing efforts of every department oncampus in meeting their departmental and institutional goals in support of the College's mission. As noted in the Decision-Making Guide, institutional direction is driven by information received from staff, students, and the community and that helps the College deliver a clear vision for the future.

Revision endorsed by CPC 5/25/21

BP 3250 Institutional Planning and Effectiveness

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See Administrative Procedure AP 3250 and Board Policy 2510
Approved 7/7/2021 [insert new date]

AP 3250 Institutional Planning and Effectiveness

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~~students, and the community and that helps the College deliver a clear vision for the future~~.

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- The Human Resources Department complies with the CCCCO Annual EEO Certification Form and EEO Plan submission requirements.

See Board Policy 3250 and Board Policy 2510
Revision endorsed by CPC 5/25/21[insert new date]

AP 4234 Pass/No Pass

Reference:
 Title 5 Section 55022

1. Courses may be offered in either or both of the following categories:

    A. Courses in which all students are evaluated on a "pass-no pass" basis.
    B. Courses in which each student may elect until seven days before the last day of the course section as listed in the schedule of classes whether the basis of evaluation is to be "pass-no pass" or a letter grade.

2. A student electing to be evaluated on the "pass-no pass" basis will receive both course credit and unit credit upon satisfactory completion of the course. In computing a student's grade-point average, grades of "pass-no pass" are omitted.

3. A pass grade is granted for performance that is equivalent to the letter grade of "C" or better. A student electing to be evaluated on the "pass-no pass" basis who fails to perform satisfactorily will be assigned a "no pass" grade.

4. The student electing to be evaluated on the "pass-no pass" basis is held responsible for all assignments and examinations required in the course. The standards of evaluation are identical for all students in the course.

5. Students may use a "P" grade, when that grading option is available for students enrolled in the course, to satisfy major requirements for any associate degree that includes the District's local general education pattern. Students may not use a "P" grade in major courses needed to earn associate degrees that do not include the District's local general education pattern, unless a student (1) submits a petition to the Counseling Department requesting an exception to the prohibition and (2) dialogues with a counselor regarding the potential impact of electing P/NP grades for major coursework on the student's educational goals. As an exception to this limitation, students may use a "P" grade in major courses needed to earn associate degrees using any general education pattern if that "P" grade is assigned as Credit for Prior Learning ("CPL"), including Advanced Placement ("AP") credit, approved pursuant to the District's CPL and AP related policies and procedures

6. The District shall denote classes in which students may elect pass-no pass grading in the college catalogue.

Approved XX/XX/XX

POLICY REVIEW COMMITTEE

OF THE

ACADEMIC SENATE

COMMITTEE PROCEDURES

I.   MISSION STATEMENT

The Policy Review Committee (PRC) is a subcommittee of the Academic Senate. The PRC's primary purpose is to work inclusively and collegially with faculty, the administration, classified professionals, and students to make recommendations on issues of policy and procedure to the Academic Senate.

II.   DUTIES AND FUNCTIONS

A.   The PRC's duties and functions are:

1.   Reviewing Board Policies (BP) and Administrative Procedures (AP).

2.   Drafting and proposing new and revised language to existing BPs and APs.

3.   Drafting and proposing entirely new BPs and APs.

4.   Reviewing, drafting, and proposing Academic Senate internal procedures at the request of the Academic Senate.

5.   Advising the Academic Senate on policy history, development, and conclusions.

6.   Making recommendations regarding BPs and APs to the Academic Senate.

7.   Assisting the District to maintain current and accurate BPs and APs that are compatible with standards set by the Academic Senate for California Community Colleges and applicable law.

B.   All PRC recommendations must be adopted by the Academic Senate before they represent the will of District faculty.

C.   The PRC's duties and functions exclude primary responsibility for drafting, maintaining, updating, organizing, or tracking the District's BPs and APs. District administrative personnel have such responsibility in conjunction with the legal duty to engage in collegial consultation on academic and professional matters with the Academic Senate. Similarly, the PRC's duties and functions exclude enforcement of BPs and APs.

III.   MEMBERSHIP

A.   GENERAL REQUIREMENTS

1. All PRC members must be current tenured, tenure-track, or adjunct faculty.

2. PRC membership is not limited to members of the Academic Senate.

3. At no time shall the PRC have fewer than three members but there shall be no upper limit on the number of PRC members.

4. The Academic Senate President shall appoint a faculty member to serve as Chair of the PRC for a two-year term.

5. The appointment of the PRC Chair shall be confirmed by the Academic Senate in the manner provided by the Academic Senate's Constitution, By-Laws, Standing Orders, and/or customary internal processes, as applicable.

6. While the PRC should endeavor to include at least one adjunct faculty member, PRC membership need not include members affiliated with each District department, school/division, classification, or category of faculty.

B.   MEMBERSHIP APPOINTMENTS/TENURE

1. PRC members may be appointed by the PRC Chair or the Academic Senate President.

2. All membership appointments must be confirmed by the Academic Senate in the manner provided by the by the Academic Senate's Constitution, By-Laws, Standing Orders, and/or customary internal processes, as applicable.

3. Appointments and subsequent confirmation may occur during any semester when required to fill an untimely vacancy that reduces the PRC's composition below the minimum number of members.

4. PRC members are expected to serve a minimum of one full academic year but may resign at any time.

5. PRC members may be removed from the PRC for non-performance by a majority vote of the other PRC members with the approval of the Academic Senate President. The Academic Senate President will resolve any tie vote on the question of removing a PRC member. Non-performance occurs when a member has failed to attend three or more successive meetings and has failed to participate in collaborative work with other members.

C.   RESPONSIBILITIES OF THE PRC CHAIR

The PRC chair's duties are those established by the Academic Senate's By-Laws.

D.   MEMBERSHIP RESPONSIBILITIES

1. Attend all regularly scheduled meetings of the PRC.

2. Undertake due diligence in reviewing policies and procedures and all PRC assignments.

3. Make advisory votes on policy and procedure proposals.

4. Conduct policy research as required.

E.   ADJUNCT MEMBERS

Adjunct members of the PRC must maintain a teaching assignment for the semester in which they serve.

IV.   MEETINGS

A.   DATES

The PRC will determine its meeting dates and times but it must meet at least bimonthly during the fall and spring semesters. Meeting dates and times may be changed based on members' availability and schedules.

B.   PROCEDURES

The PRC will operate informally and collegially, but any member may call for a discussion or committee vote on any matter to be conducted according to Robert's Rules of Order.

C.   VOTING

The PRC is a voting committee in an advisory capacity only.

V.   SUBMISSION OF PROPOSALS

A.   The PRC may consider requests to review matters of policy or procedure received from:

1. The Academic Senate.

2. The President of the Academic Senate.

3. The Faculty Chair of the Curriculum Committee.

4. The PRC Chair.

5. The District President, a Vice President, or their designees.

6. Any PRC member upon approval by a majority of the PRC membership.

B. Any District BP, AP, or rule-establishing document of any kind, including, but not limited to, those mandated by law, falling within the purview of the shared governance duties of the Academic Senate as outlined in the law and District policy must be submitted to the PRC. This rule enables the PRC to organize and track action by the Academic Senate and the District on "academic and professional matters" within the Academic Senate's purview.

C.   SUBCOMMITTEES

1. The PRC may establish subcommittees. Subcommittees must report back to the full PRC

membership before submitting any recommendations to the full Academic Senate.

2. The Academic Senate may authorize the use of subcommittees from outside the PRC to develop policy, procedure or other proposed documents. Such subcommittees must report back to the PRC before submitting recommendations on policy and procedure to the Academic Senate.

3. Subcommittees whose membership is comprised from outside the PRC may defer to the PRC for oversight and assistance.

4. The PRC reserves the right to review the work product of all subcommittees charged with the duty of drafting policy, procedure or other proposed documents.

POLICY REVIEW COMMITTEE

OF THE

ACADEMIC SENATE

COMMITTEE PROCEDURES

I.   MISSION STATEMENT

The Policy Review Committee (PRC) is a subcommittee of the Academic Senate. The PRC's primary purpose is to work inclusively and collegially with faculty, the administration, classified professionals, and students to make recommendations on issues of policy and procedure to the Academic Senate. ~~Committee serves largely in an advisory and developmental capacity. To that end, the Committee shall work with members of the faculty, administration as well as all campus groups in order to address campus policy and procedural concerns in an inclusive and collegial manner. The Committee is not intended to maintain full representative membership. The Committee is a creation of the Academic Senate. As such, all resulting work product must receive approval of the representative Academic Senate.~~

II.   ~~COMMITTEE~~ DUTIES AND FUNCTIONS

A.   The PRC's ~~Committee is charged with the following~~ duties and functions are~~on behalf of the Academic Senate~~:

1. Reviewing Board Policies (BP) and Administrative Procedures (AP).
2. Drafting and proposing new and revised language to existing BPs and APs. ~~BP's and AP's~~
3. Drafting and proposing entirely new BPs and APs. ~~BP's and AP's~~
4. Reviewing, drafting, and proposing Academic Senate internal procedures at the request of the Academic Senate.
5. Advising the Academic Senate on policy history, development, and conclusions.
6. Making recommendations regarding BPs ~~policies~~ and APs to the Academic Senate.
7. Assisting the District to m~~M~~aintain~~ing currency standards regarding~~ current and accurate BPs and APs~~BP's and AP's~~ that are compatible with ~~with other colleges,~~ standards set by the ~~California~~ Academic Senate for California Community Colleges~~Association,~~ and applicable law.~~California Education Code and Title 5 of the California Code of Regulations.~~

B.   All PRC recommendations must be adopted by the Academic Senate before they represent the will of District faculty.

C.   The PRC's duties and functions exclude primary responsibility for drafting, maintaining, updating, organizing, or tracking the District's BPs and APs. District administrative personnel have such responsibility in conjunction with the legal duty to engage in collegial consultation on academic and professional matters with the Academic Senate. Similarly, the PRC's duties and functions exclude enforcement of BPs and APs.

III.   MEMBERSHIP

A.   GENERAL REQUIREMENTS

1. All <u>PRC</u> members ~~of the Committee~~ must be current tenured, tenure-track<u>,</u> or adjunct<u>-</u> faculty ~~of the College~~.

2. ~~The Committee serves largely in an advisory capacity to the full representative Academic Senate. Therefore,~~ <u>PRC</u>~~Committee~~ membership is not limited to ~~only those faculty~~ members ~~serving on of~~ <u>of</u> the Academic Senate.

3. At no time shall the <u>PRC</u>~~Committee~~ have fewer than ~~3~~ <u>three</u> members <u>but</u> ~~. There~~<u>there</u> shall be no <u>upper</u> limit~~s~~ on <u>the number of</u> ~~how many faculty~~ <u>PRC</u> members ~~may serve on the Committee~~.

4. The Academic Senate President shall appoint a <u>faculty</u> member ~~of the faculty~~ to serve as Chair of the <u>PRC</u>~~Committee~~ for a ~~two year~~<u>two-year</u> term.

5. The appointment of <u>the PRC</u>~~Committee~~ Chair shall be <u>confirmed</u> ~~ratified~~ by <u>the Academic Senate in the manner provided by the Academic Senate's Constitution, By-Laws, Standing Orders, and/or customary internal processes, as applicable.</u>~~a majority of a quorum of the Academic Senate and shall take place in the spring semester of even numbered years. The two year term shall commence at the beginning of the following fall semester.~~

6. <u>While the PRC should endeavor to</u> ~~The Committee shall make every effort to~~ <u>include</u>~~maintain~~ at least one <u>a</u>~~A~~djunct <u>f</u>~~F~~aculty member ~~at all times.~~<u>,</u> <u>PRC membership need not include members affiliated with each District department, school/division, classification, or category of faculty.</u>

B.   MEMBERSHIP APPOINTMENTS/TENURE

1. <u>PRC m</u>~~M~~embers may be appointed by the <u>PRC</u>~~Committee~~ Chair or the <u>Academic Senate</u> President. ~~of the Academic Senate~~

2. All <u>membership</u> appointments must be confirmed by ~~a majority of a quorum of~~ the Academic Senate <u>in the manner provided by the by the Academic Senate's Constitution, By-Laws, Standing Orders, and/or customary internal processes, as applicable.</u>~~and shall take place in the spring semester of even numbered calendar years. The member's term shall commence at the beginning of the following fall semester.~~

3. Appointments and subsequent confirmation ~~can~~<u>may</u> occur during any semester <u>when required</u> to fill an untimely vacancy that reduces <u>the PRC's</u> ~~Committee~~ composition below <u>the minimum number of</u> ~~three~~ members.

4. <u>PRC m</u>~~M~~embers are expected to serve a minimum of one full academic year but may <u>resign</u> ~~tender their resignation~~ ~~from Committee service~~ at any time.

5. <u>PRC m</u>~~M~~embers may be removed from the <u>PRC</u>~~Committee~~ for non-performance by a majority vote of the <u>other</u>~~other~~ ~~active~~ <u>PRC</u>~~Committee~~ members with the approval of the <u>Academic Senate</u> President ~~of the Academic Senate~~. <u>The Academic Senate President will resolve a</u>~~A~~ny <u>tie</u> vote <u>on the question of</u> ~~for~~ removi<u>ng</u>~~al~~ a PRC member ~~that is a perfect tie will be decided by the President of the Academic Senate~~. Non-performance ~~is said to~~ occur<u>s</u> when a<u>-</u> member has failed

to attend ~~three~~3 or more successive meetings and has ~~simultaneously~~ failed to participate in collaborative work with other ~~Committee~~ members. ~~in reviewing working proposals.~~

C. RESPONSIBILITIES OF THE PRC ~~COMMITTEE~~ CHAIR

The PRC chair's duties are those established by the Academic Senate's By-Laws.

1. ~~Serve a two year term~~
2. ~~Serve as a member of the Academic Senate's Executive Committee~~
3. ~~Submit an annual committee status report to the Academic Senate~~
4. ~~Recruit and manage Committee membership~~
5. ~~Schedule Committee meetings and agendas~~
6. ~~Report policy and procedure proposals to the Academic Senate~~
7. ~~Document policy and procedural history when appropriate or necessary~~
8. ~~Ensure Academic Senate web site accurately reflects policy and procedure queue~~
9. ~~Membership and attendance of the College Policy Council (CPC)~~
10. ~~Advocate BP's and AP's passed by the Academic Senate to the CPC~~
11. ~~Attend ASG meetings in an advocacy role of Academic Senate BP's and AP's~~

D. MEMBERSHIP RESPONSIBILITIES

1. Attend all regularly scheduled meetings of the PRC.~~Committee~~
2. Undertake due diligence in reviewing policies and procedures and all PRC~~Committee~~ assignments.
3. Make advisory votes on policy and procedure proposals.
4. Conduct policy research as required.

E. ADJUNCT ~~COMMITTEE~~ MEMBERS

Adjunct members of the PRC~~Committee~~ must maintain a teaching assignment for the semester in which they serve ~~on the Committee, and are thus potentially subject to a one semester term of service on the Committee~~.

IV. MEETINGS

A. DATES

The PRC~~Committee~~ will determine its meeting dates and times but it must meet at least bimonthly during the fall and spring semesters ~~in the second and fourth weeks of each month~~. Meeting dates and times may be ~~are subject to~~ changed based on members' availability and schedules.

B. PROCEDURES

The PRC will operate informally and collegially, but any member may call for a discussion or committee vote on any matter to be conducted according to ~~Committee will utilize~~ Robert's Rules of Order.

C.   VOTING

The PRC~~Committee~~ is a voting ~~C~~committee in an advisory capacity only.

V.   SUBMISSION OF PROPOSALS

A.   The PRC may consider requests to review matters of policy or procedure received from~~The authority of the Committee to address any policy or procedure, proposed or existing, is derived from any of the following~~:

1. ~~Submission to the Committee by t~~The Academic Senate.
2. ~~Submission to the Committee by t~~The President of the Academic Senate.
3. ~~Submission to the Committee by t~~The Faculty Chair of the Curriculum Committee.
3.4 The PRC Chair.
4.5 ~~Submission to the Committee by College~~ The District President, a Vice President, or their designees.~~Administration.~~
5. ~~Proposal by~~ Any PRC~~Committee~~ member upon- ~~and~~ approv~~al~~ed by a majority of the PRC membership ~~the working Committee~~.
6. ~~**B.**   Any submission received by the Committee not received from the Academic Senate must be reported back to the Academic Senate at the next regularly scheduled meeting.~~

BC.   Any District~~College~~ BP~~policy~~, AP,~~procedure~~ or rule-establishing ~~proposed~~ document of any kind, including, but not limited to, those mandated by ~~State or local~~ law ~~agencies~~, ~~that falls~~ falling within the purview of the shared governance duties of the Academic Senate as outlined in the law and District policy ~~Title 5 of the California Code of Regulations, Section 53200 et seq as formalized by COC BP 7215~~ must be submitted to the PRC. ~~is Committee. Doing so~~ This rule enable~~s~~s the PRC~~Committee~~ to ~~create, maintain,~~ organize and track action by the Academic Senate and the District on "academic and professional matters" within the Academic Senate's purview~~overall College policy and procedural action for transparent historical verification~~ .~~as the Academic Senate's formal policy committee of record.~~

CD.   **SUBCOMMITTEES**
1. The PRC~~Committee~~ may establish subcommittees~~from its membership~~. Subcommittees ~~of this Committee~~ must report back to the full PRC~~Committee~~ membership before submitting any recommendations ~~formal draft~~ to the full Academic Senate.
2. The Academic Senate may authorize the use of subcommittees from outside the PRC~~is Committee~~ to develop policy, procedure or other proposed documents~~of any kind~~. Such ~~s~~Subcommittees ~~of this Committee~~ must report back to the PRC~~Policy Review Committee~~ before submitting ~~any~~ recommendations on policy and procedure ~~formal draft~~ to the ~~full~~ Academic Senate.[1]
3. Subcommittees whose membership is comprised from outside the PRC~~is Committee~~ may defer to the PRC~~is Committee~~ for oversight and assistance.

4. The PRC~~Committee~~ reserves the right to review the work product of all subcommittees charged with the duty of drafting policy, procedure or other proposed documents.

DISCUSSION ITEM TOPIC:
DEIA Faculty Evaluation Competences and Criteria

ISSUE/ITEM BACKGROUND:
Section 53602 of Title 5 CCR requires local governing Boards adopt policies that mandate the inclusion of Diversity, Equity, Inclusion and Accessibility (DEIA) in all employee evaluations. In Spring, 2023 the Office of the Chancellor for the California Community College system released recommended DEIA competencies and criteria as guidance for local districts as they develop and adopt their local competency standards. Some aspects of this guidance could be interpreted to mean that the recommended standards should be followed. Other aspects of the guidance infer they are merely reference standards and that local adopted competencies are permissible in the manner they are crafted. The competencies proposed herein do not strictly follow the State's recommended competencies.

In 2021, the Academic Senate established a joint Senate/COCFA taskforce to revise established full-time evaluation documents. The part-time faculty (AFT) union declined the invitation to collaborate with the task force. The need for revisions was driven by the expansion of modalities, namely OnlineLIVE, resulting from the Covid-19 pandemic period of remote instruction. The task force conducted a wholesale review and revision to the full-time instructional evaluation document. (A subsequent task force to revise the noninstructional faculty evaluation instrument was established.) At that time, DEIA considerations were already being considered and built into the proposed evaluation document. Upon concluding the review and revision of the full time evaluation document, the task force presented its proposed revisions to the Academic Senate in the spring, of 2023. However, it was at that same time the State Chancellor's office handed down its DEIA recommended competencies and criteria. Thus, the final draft of the task force evaluation document was put on hold until a new task force was established to further define our local faculty DEIA competences and criteria, as directed by Title 5.

In September of 2023 the DEIA Faculty Evaluation Competencies and Criteria Task Force was established. That task force has concluded its work and now presents its proposed DEIA competences and criteria to the Academic Senate.

ISSUE/ITEM TO BE DETERMINED:

Per the requirements of Title 5, local bargaining units, in our case COCFA and AFT, must collegially consult with the Academic Senate prior to negotiating and including any DEIA faculty evaluation standards into collective bargaining agreements. Both COCFA and AFT were invited to participate in the DEIA task force and both employee associations have been kept up to date on the work of the task force. To be clear, bargaining units must consult the Academic Senate on employee evaluation documents in general, hence the initial joint Senate/COCFA task force established in 2021.

Collegial consultation does not infer approval. Thus, this presentation of DEIA Competencies and Criteria seeks to satisfy the final aspect of COCFA and AFT's requirement to collegially consult the Academic Senate on this matter. If necessary, these competencies may return for further discussion, but there will be no vote of the Academic Senate on these standards.

In fall, 2024 the competencies and criteria will be forwarded to the 2021 Senate/COCFA joint task force on evaluations to determine how these new standards will live, structurally, within the proposed new full-time instructional faculty evaluation document. AFT will be invited to join this task force to coordinate the incorporation of these standards into AFT part-time evaluation documents. These competencies and criteria will also be forwarded to the noninstructional faculty evaluations task force for similar purposes.

Once the two faculty evaluation task force groups conclude incorporating the DEIA competencies and criteria into the evaluation documents, those documents will return to the Academic Senate as a matter of collegial consultation. Subsequent to that, they will be forwarded to both collective bargaining units and the District for formal negotiation and adoption into the collective bargaining agreements.

COLLEGE OF THE CANYONS
ACADEMIC SENATE
FACULTY EVALUATIONS DEIA COMPETENCIES AND CRITERIA TASK FORCE

Report: Proposed DEIA Competencies and Criteria for Faculty

May 23, 2024

Task Force Members:

Julianne Johnson
Robert Wonser
Jennifer Thompson
Alene Terzian-Zeitounian
Gary Quire
Katie Coleman
Garrett Hooper
Anthony Clayton
David Andrus

I. Four Proposed Competencies

    A. Cultural Competency
    B. Professional Self Reflection
    C. Professional Self Improvement and Collegiality
    D. DEIA Pedagogy and Curriculum

II. Three Proposed Scoring Categories Within the Evaluation Instrument

    A. Meets the standard
    B. Working toward the standard
    C. Standard met by nature of the self-reflection submitted by the evaluatee
(These scoring categories are only to be used for the DEIA competencies within the evaluation instrument. The 2021 Senate/COCFA joint task force on evaluations has maintained and revised the Likert scale scoring system for all other non-DEIA evaluation categories.)

III. Proposed Competencies and Criteria Defined Standards

    A. Cultural Competency

        1. Competency:
            a. Demonstrates an ongoing social and self-awareness of one's own position in relation to how racial, social, and cultural identities interact with structures of oppression, marginalization, and privilege.

            b. Demonstrates an awareness of the lived experiences of culturally diverse students, employees, and communities, and uses that awareness to contribute to student success, equity, and inclusion.

            c. Seeks to understand and incorporate DEIA and antiracism perspectives in problem solving, policies, and processes to create inclusive campus and classroom environments.

        2. Criteria
            a. Faculty integrates an understanding of the lived experiences of culturally diverse students and communities, and uses that understanding to contribute to student success, equity, and inclusion in their instructional materials.

            b. Faculty pursues DEIA and antiracism perspectives and applies knowledge to problem-solving, policies, and processes to create respectful, DEIA and antiracism-affirming environments (e.g., campus and classroom environments that are inclusive, promote equity, and affirm diversity).

            c.Faculty creates learning opportunities for the lived experiences of culturally and socially diverse backgrounds and narratives.

        3. Examples for Evaluators and Evaluatees
            -Participates in FLEX sessions, webinars, various professional development opportunities, continuing education, and/or exploration of relevant research

            -Provides varied examples from everyday life to illustrate or explain concepts.

            -Relates material to professional and/or personal experiences (of instructor and/or students).

            -Includes resources that provide different perspectives.

        4. Proposed Evaluation Scoring Categories
            a. Meets the standard

b. Working toward the standard

B. Professional Self-Reflection

1. Competency
   Participates in self-reflection on personal growth regarding DEIA and antiracism, actively seeking opportunities to address biases and behaviors that might affect student success.

2. Criteria
   a. Participates in a continuous cycle of self-assessment of one's growth in DEI and antiracism and demonstrates awareness of any internalized personal and racialized biases.

   b. Standard met by completing the required self-evaluation document.

3. Examples for Evaluators and Evaluatees
   Participates in FLEX sessions, webinars, various professional development opportunities, continuing education, and/or exploration of relevant research.

4. Proposed Evaluation Scoring Categories
   Standard met by nature of the self-reflection submitted by evaluatee

C. Professional Self-Improvement and Collegiality

1. Competency
   a. Demonstrates a commitment to improving one's DEIA and antiracism knowledge, skills, and behaviors to mitigate any intentional or unintentional harm caused to marginalized communities.

   b. Demonstrates the ability and willingness to collaborate effectively with people of diverse backgrounds, perspectives, and experiences.

2. Criteria
   a. Participates in DEIA and antiracism professional learning opportunities.

   b. Contributes to a diverse and equitable work environment by practicing supportive behaviors to foster inclusivity and/or belonging,

3. Examples for Evaluators and Evaluatees
   -Participates in FLEX sessions, webinars, various professional development opportunities, continuing education, and/or exploration of relevant research.

   -Serves on collegial consultation committees and the shared governance process.

-Demonstrates sound conflict resolution skills and techniques.

-Demonstrates inclusiveness to grow collegial involvement.

4. Proposed Evaluation Scoring Categories
     a. Meets the standard

     b. Working toward the standard

D. DEIA Pedagogy and Curriculum

1. Competency
     a. Supports and incorporates DEIA and antiracist pedagogy and/or curriculum.

     II.   Accommodates for diverse learning styles and utilizes holistic assessment methods.

     c. Participates in training to incorporate culturally affirming pedagogy.

2. Criteria
     Develops and implements culturally relevant pedagogy and/or curriculum that supports equitable access and creates antiracist and inclusive environments. These pedagogies focus on student strengths, assets, and communities in teaching and learning.

3. Examples for Evaluators and Evaluatees

     -Redesigns lesson plans to include emphasis on IDEAA related content.

     -Reviews instructional resources and materials to ensure inclusion of IDEAA related content.

     -Uses equitable grading strategies.

     -Participates in IDEAA related training, conferences, workshops.

     -Demonstrates sensitivity to potential language barriers with students by using specific language, avoiding confusing metaphors, and checking for understanding.

4. Proposed Evaluation Scoring Categories

     a. Meets the standard

     b. Working toward the standard

===

IV. Institutional Level Competencies and Criteria

The two competencies listed below were included in the state Chancellor's recommended competencies and criteria distributed to all local districts. However, the Senate's task force did not believe they aligned properly with individual faculty evaluations and thus might be better utilized by the District at some point in the future for other constituents or offices. To that end, the task force provided some guidance and definitions.

A. DATA

1. Competency
    Uses data to identify inequitable outcomes among demographic groups and develop strategies to inform and improve student outcomes and success.

2. Criteria
    Uses data to improve equitable student outcomes and success.

B. DEIA and MISSION

1. Competency
    Demonstrates the importance and impact of DEIA and antiracism as part of the college's mission statement.

2. Criteria
    Models DEIA and antiracism efforts as described in the college's mission, vision, and philosophy statements.

ACADEMIC SENATE DISCUSSION ITEM

COMPETENCIES	COMPETENCY DESCRIPTION	CRITERIA (Measure)	EXAMPLES FOR EVALUATEES AND EVALUATORS	PROPOSED SCORING/RATING*
Cultural Competency	1.Demonstrates an ongoing social and self-awareness of one's own position in relation to how racial, social, and cultural identities interact with structures of oppression, marginalization, and privilege. 2. Demonstrates an awareness of the lived experiences of culturally diverse students, employees, and communities, and uses that awareness to contribute to student success, equity, and inclusion. 3. Seeks to understand and incorporate DEIA and antiracism perspectives into problem solving, policies, and processes to create inclusive campus and classroom environments.	1. Faculty integrates an understanding of the lived experiences of culturally diverse students and communities, and uses that understanding to contribute to student success, equity, and inclusion in their instructional materials. 2. Faculty pursues DEIA and antiracism perspectives and applies knowledge to problem-solving, policies, and processes to create respectful DEIA and antiracism-affirming environments (e.g., campus and classroom environments that are inclusive, promote equity, and affirm diversity). 3. Faculty creates learning opportunities for the lived experiences of culturally and socially diverse backgrounds and narratives.	Examples may include: Participates in FLEX sessions, webinars, various professional development opportunities, continuing education, and/or exploration of relevant research Provides varied examples from everyday life to illustrate or explain concepts. Relates material to professional and/or personal experiences (of instructor and/or students). Includes resources that provide different perspectives.	-Meets the Standards -Working toward the standard
Professional Self-Reflection	Participates in self-reflection on personal growth regarding DEIA and antiracism, actively seeking opportunities to address biases and behaviors that might affect student success.	1. Participates in a continuous cycle of self-assessment of one's growth in DEI and antiracism and demonstrates awareness of any internalized personal and racialized biases.	Examples may include: Participates in FLEX sessions, webinars, various professional development opportunities, continuing	Included in the self-evaluation of evaluatee

		2. Standard met by completing the required self-evaluation document.	education, and/or exploration of relevant research.	
Professional Self-Improvement and Collegiality	1. Demonstrates a commitment to improving one's DEIA and antiracism knowledge, skills, and behaviors to mitigate any intentional or unintentional harm caused to marginalized communities. 2. Demonstrates the ability and willingness to collaborate effectively with people of diverse backgrounds, perspectives, and experiences.	1. Participates in DEIA and antiracism professional learning opportunities. 2. Contributes to a diverse and equitable work environment by practicing supportive behaviors to foster inclusivity and/or belonging,	Examples may include: Participates in FLEX sessions, webinars, various professional development opportunities, continuing education, and/or exploration of relevant research. Serves on collegial consultation committees and the shared governance process. Demonstrates sound conflict resolution skills and techniques. Demonstrates inclusiveness to grow collegial involvement.	-Meets the Standards -Working Toward the Standards
DEIA Pedagogy and Curriculum	1. Supports and incorporates DEIA and antiracist pedagogy and/or curriculum. 2. Accommodates for diverse learning styles and utilizes holistic assessment methods. 3. Participates in training to incorporate culturally affirming pedagogy.	Develops and implements culturally relevant pedagogy and/or curriculum that supports equitable access and creates antiracist and inclusive environments. These pedagogies focus on student strengths, assets, and communities in teaching and learning.	Examples may include: Redesigns lesson plans to include emphasis on IDEAA related content. Reviews instructional resources and materials to ensure inclusion of IDEAA related content.	-Meets the Standard -Working Toward the Standard

			Uses equitable grading strategies. Participates in IDEAA related training, conferences, workshops. Demonstrates sensitivity to potential language barriers with students by using specific language, avoiding confusing metaphors and checking for understanding.	

(These scoring categories are only to be used for the DEIA competencies within the evaluation instrument. The 2021 Senate/COCFA joint task force on evaluations has maintained and revised the Likert scale scoring system for all other non-DEIA evaluation categories.)

COMPETENCIES	COMPETENCY DESCRIPTION	CRITERIA (Measure)	EXAMPLES FOR EVALUATEES AND EVALUATORS	PROPOSED SCORING/RATING
DATA	Uses data to identify inequitable outcomes among demographic groups and develop strategies to inform and improve student outcomes and success.	Uses data to improve equitable student outcomes and success.		
DEIA and MISSION	Demonstrates the importance and impact of DEIA and antiracism as part of the college's mission statement.	Models DEIA and antiracism efforts as described in the college's mission, vision, and philosophy statements.		